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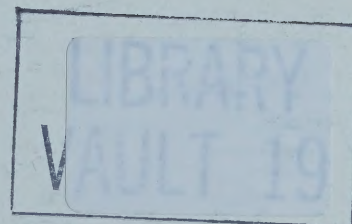
A NEW CULTURAL POLICY FOR THE PROVINCE OF ALBERTA



Hon. Harry E. Strom

Premier of Alberta

July 16, 1971



ALBERTA MULTICULTURAL CONFERENCE 1971

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Introduction

Canada is a nation of many peoples from many different lands. In *The Canadian Family Tree*, a 1967 publication of the Canadian Citizenship Branch, some forty-seven ethno-cultural groups are listed. Some, like our native peoples, came many centuries ago; others arrived during the pioneer period; still others are more recent arrivals. But the time of arrival is not important. What is significant is the cultural diversity which is our common heritage, all of which can give depth and richness to Canadian life. By working together, we have helped to build a country of which we can be justly proud. Today in Canada and throughout the world, the growing realization of the need for close cooperation among all peoples, the prospect of increased leisure, and youth's unprecedented search for identity have focused a great deal of attention on cultural development. Canada with its diverse population and variety of cultures has a strong base from which to release the creative energies and talents of all its people. The challenge, then, is clear: Canada is endowed with rich cultural and linguistic resources which need to be developed.

In 1966, on the occasion of the twentieth anniversary of its establishment, UNESCO formulated the Declaration of the Principles of International Cultural Cooperation. The government finds the humanistic principles of Article 1 to be highly significant:

1. Each culture has a dignity and value which must be respected and preserved.
2. Every people has the right and duty to develop its culture.
3. In their rich variety and diversity, and in the reciprocal influence they exert on one another, all cultures form part of the common heritage belonging to all mankind.

My government endorses these principles and recognizes the great benefit in terms of human values which we, as Canadians, can derive from giving effect to them.

The Demographic Base

We are all well aware that many ethno-cultural groups make up Alberta's population. Almost all are represented here today, including the largest, the British group, who in 1961 constituted 45 per cent of the population of Alberta. The British have indeed made significant contributions to all aspects of Canadian life. Through their system of government and legal traditions, they have, in fact, laid the basis for our free democratic society. This is well known, but at times it is overlooked that the 55 per cent of Albertans who are not of British origin, and who are more numerous than the total population of New Brunswick, or Newfoundland, or Prince Edward Island, have also contributed immeasurably in diverse ways to the development of Canada.

Albertans are not only a multicultural people, they are also multilingual. English is well-established as the general medium of communication in Alberta but over one-quarter of the population claims a language other than English as their mother tongue. Clearly, in Alberta we have a solid base on which to teach and learn many languages, in addition to English. Because of the intimate connection between culture and language, the latter cannot be ignored in the development of a new cultural policy, and will be an integral part of that policy for historic and humanistic reasons.

The Doctrine of Variety and Human Resources Development

The natural roots of the new cultural policy of my government are to be found in **A White Paper on Human Resources Development**, issued by Premier Manning in 1967. The relevant sections read as follows:

Recognizing that an atmosphere and sense of unity among people is absolutely essential to the development and strength of our province and to Canada as a nation, the Government commends to the people of Alberta and the citizens of Canada the following concepts as being vital to the achievement of genuine and enduring provincial and national unity:

(a) The Doctrine of Variety

Recognition must be given to the fact and the value of "variety" in human life, human association, and culture. The Government of Alberta regards the variety of languages, cultural backgrounds, and interests, found among the people of Alberta as a valuable asset and welcomes to this province people of all cultures and ethnic origins who respect variety in life and desire a social climate in which individual uniqueness is respected and appreciated.

(b) A Unity of Diversity

In general there are two basic approaches to achieving unity in a nation whose people differ from each other in many ways. There is the "melting pot" approach which seeks to establish unity by inducing people to abandon their more distinctive characteristics and to conform to common denominators. This produces "a unity of conformity". The alternative is the "mosaic" approach which permits individuals and groups to retain distinctive characteristics while at the same time uniting with all other individuals and groups on grounds of common loyalty and interests. This produces a "unity of diversity" which can be viewed as a national mosaic constituting a single national entity. This mosaic approach prevails in Alberta and as a result our society has been greatly enriched by the benefits of multiculturalism while still attaining a state of unity stronger than that which prevails in the country as a whole. Canada would do well to pursue "unity of diversity", on as broad a scale as possible, as being more desirable and more feasible than "unity of conformity".

My government wholeheartedly endorses this position and has been concerned to make the distinctive cultural potential of individuals and groups an important aspect of its human resources development program. The Human Resources Development Authority was established in 1968. Today it is not only involved in stimulating and coordinating government programs and services in the human resource areas, but also conducts its own research into the social conditions which facilitate a productive and creative life.

Moreover, long before the establishment of the Development Authority, a Cultural Development Act was passed in 1946. The purpose of the Act was to provide our people with opportunities for cultural enrichment and for individual self-expression in, and appreciation of, the visual and performing arts. This has now become one of the major purposes of the recently established Department of Culture, Youth and Recreation. The scope of the Department's operations in cultural development is broad, ranging from the Provincial Museum and Archives in Edmonton, the Jubilee Auditoriums in Edmonton and Calgary, cooperation with the Glenbow-Alberta Institute in Calgary, to numerous artistic activities at the community level. The Department's Cultural Development Branch spent over one million dollars in 1970-71 in support of libraries, music, arts and crafts, drama, dance, and creative writing. Through music schools, seminars, and festivals, playwriting competi-

tions, arts and crafts workshops and exhibitions, drama schools, and performing arts tours, Albertans are exposed to some of the finest talent available and are given the opportunity to participate in numerous cultural activities. Such participation is especially important, for in its content and in the sheer mingling of peoples is manifested the multicultural nature of Alberta society.

From this brief review, it is clear that the matter of cultural development has been a continuing concern of the Government of Alberta. The cultural activities of private groups, including organizations such as are represented here today, have also contributed much to enrich the quality of life in our province. Therefore, in referring to a new cultural policy, the government intends to provide an opportunity to intensify **all our efforts** (private as well as government efforts) in keeping with the important need of developing our diverse cultural resources. Alberta and its cultural organizations have led in progressive cultural legislation and achievement, and we are concerned that our province remain in the forefront of cultural developments.

UNESCO Intergovernmental Conference on Cultural Policies

In August 1970, in Venice, UNESCO sponsored the Intergovernmental Conference on Institutional, Administrative and Financial Aspects of Cultural Policies attended by eighty-six member states or associate members. It was the first conference of its kind and was a cultural event of world-wide significance. The Honorable Ambrose Holowach, Minister of Culture, Youth and Recreation, attended the Conference as a member of the Canadian delegation and representative of my government. On March 17th of this year, in reporting on the Conference to the Alberta Legislature, he said, in part:

One of the most important principles that was enunciated at this International Conference was this—in countries with several cultural, ethnic or linguistic communities, and in countries with a federal structure, cultural heritage should enjoy autonomy and be preserved. This was overwhelmingly accepted as a guiding principle.

And indeed, Resolution 19 of the Conference called upon the governments represented to take the diversity of cultural and linguistic communities within their borders as “a starting point for the formulation of any cultural policy” (**Final Report Intergovernmental Conference . . .**, p. 24). My government accepts this resolution, and, with the help of private cultural organizations, intends to give further attention to the diversity of cultural and linguistic communities in the development of future cultural policy in the province.

Fourth Report of B and B (Cultural Contribution of the Other Ethnic Groups)

In Canada, too, a recent document called upon governments to pay more attention to the aspirations of cultural and linguistic communities within their respective jurisdictions. That document is, of course, the fourth report of the Royal Commission on Bilingualism and Biculturalism, entitled **The Cultural Contribution of the Other Ethnic Groups**. The six recommendations of the Commission's Report wholly within provincial jurisdiction pertain to social rights and education. Two other recommendations are shared with the federal government and refer to electoral rights and arts and letters. I intend to deal with the recommendations and offer proposals under three main headings: (a) social and electoral rights, (b) education, and (c) cultural development programs.

A. PROPOSALS RELATING TO SOCIAL AND ELECTORAL RIGHTS

Social rights pertain to fair employment and accommodation practices, and to housing legislation prohibiting discrimination because of race, creed, color, sex, nationality, ancestry, or place of origin. The Government of Alberta recognizes the importance which such matters bear on the respect for persons of different racial, religious, and national backgrounds. Since 1966, Alberta has had a Human Rights Act and a Human Rights Branch in the Department of Labor. Because no government can legislate away prejudice and ignorance, the policy in the administration of the Act has been to rely on reason in the resolution of difficulties. Through our multicultural initiatives and the help of organizations like your own, the government hopes that an atmosphere will be created which will remove the grounds of discrimination. While we are always prepared to legislate against discrimination, all of us must work together to eradicate prejudice. In further recognition of the equality of all our citizens, my government is prepared to consider any improvements in existing legislation that may be needed.

B. PROPOSALS RELATING TO EDUCATION

Five recommendations of the fourth report of the Royal Commission on Bilingualism and Biculturalism deal with education, the first three with pre-university education and the other two with university education. Recommendations III and V propose that languages other than English and French and the cultural subjects related thereto be available as options in the public elementary and secondary schools, where there is sufficient demand for them. The importance of both recommendations can hardly be overemphasized.

In legislation passed at the last session, my government recognized all languages as acceptable second languages for purposes of school instruction in Grades I and II, except for an hour in English. In Grades III through XII a school board may provide that for 50 per cent of the school day the language of instruction may be other than English, provided the opportunity to be taught in English is granted to parents who request it, and provided also that the Minister of Education approves the plan.

The following languages are already being taught on a provincial basis because of widespread demand: French (both as a language of instruction and as a language of study from Grades 1 through XII); and German, Ukrainian and Latin (as a language of study from Grades VII through XII). Spanish, Russian and Hungarian are being taught in Grades X through XII on a local option basis because of low enrolments. The teaching of Italian on a local basis in Grades X through XII has also been recently approved. Departmental matriculation examinations are available in French 30, German 30, Ukrainian 30, and Latin 30. As you can see, the Government of Alberta takes linguistic studies seriously, recognizing that the key to language instruction and study is local demand as expressed through school trustees.

My government, however, also recognizes the close connection between demand and the attitude of the wider society towards the study of languages and the ethno-cultures which they help to sustain. The government's new cultural policy, therefore, has the explicit goal of further developing an atmosphere or climate which will facilitate greater opportunity for learning the many languages spoken in the province.

Moreover, many people close to 'the language question' are convinced that improvements could be made in the learning of languages to the point of fluency. To some, it appears as if the language cart is being placed before the multicultural horse. Perhaps if the young were taught more about the many aspects of ethnic culture so readily evident in Alberta, the study of languages would follow more naturally. It is therefore my government's aim to further the study of Alberta's diverse peoples at all levels in the school curriculum. This will hopefully provide added incentive

for students to study and acquire a greater proficiency in a greater variety of languages in Alberta.

But we are prepared to go even further. Once an interest in the study of a second language is aroused, it is important that that study does not become merely a study of rules of grammar or acquisition of vocabulary. As the fourth volume of the Royal Commission and my remarks to the Ukrainian Canadian Committee last April already recognized, the cultural subjects related to a language are important to give the study of that language a "living" base. Hence, it is desirable that specific topics in social studies, literature, and the fine arts be taught in the language being studied. Consistent therefore with the recent amendment to The School Act, separate or combined courses in the history and literature of a particular ethno-cultural group in Canada, or courses in the arts and customs of that particular group, could be developed and taught in the language of the group. Local school boards could aid in this respect by undertaking projects which would qualify under the Department of Education Innovative Projects Fund.

The approach just outlined, like any new idea, has its complications, many psychological in nature. This is particularly true in the early stages of development. Guidelines will therefore be needed and these the Department of Education, in consultation with interested groups, will develop as the need arises. In the meantime, however, it is important for all groups—and in particular the smaller ones—to be clear as to what they can reasonably expect.

The government intends to adopt the following criteria in implementing its new cultural policy as it relates to education.

1. A pronounced and sustained community demand will be the most important factor in the provision of educational services.
2. Recent legislation regarding language of school instruction should be viewed as the maximum which the government is prepared to encourage. Moreover, its implementation must be in keeping with the availability of qualified teachers and recommended textual materials, in addition to acceptance by school boards.
3. The government is positively oriented towards an expansion of linguistic studies and the preservation and development of the arts and customs of various ethno-cultural groups. We are willing to help build an atmosphere or climate—in short, to set a cultural tone—which will facilitate the above studies. The interest, however, must manifest itself locally.
4. My government is prepared to consider financial assistance on a per-pupil basis to ethno-cultural groups in the conduct of their own private (parochial language) schools. To this end it will take steps to obtain a thorough study of such schools. This will help to determine the level of support, relative to the annual grant for each private school pupil. Another main goal of the study will be to isolate those schools which might serve as "models" for other groups. Still a third main goal will be to determine how English as a second language might be better taught in areas with heavy concentrations of immigrant families.
5. The recent amendment to The School Act permitting instruction in various languages needs to be implemented gradually and with care. What seems immediately practicable for most groups in most areas is not instruction in, but the **study** of, another language from Grades I through XII, accompanied by instruction in the language of a particular ethno-cultural group of related cultural subjects, as **options**, in the history and literature, or arts and customs, of that group. For example, one might expect cultural subjects to be taught in German to pupils who chose German as a language of study in Grade 1. At the same time, the regular school curriculum would continue to be taught in English

to the same pupils. The advantage of this approach would be that in most cases children would be able to attend their neighborhood school with segregation along linguistic lines kept to a minimum. Thus the concept of unity in diversity would be given concrete reality without sacrificing either. In some localities, however, it might eventually be possible to have special linguistic classrooms or even schools. These Albertans should encourage for the advantages already noted.

6. Canada is not just a multicultural country but a bilingual one in which French, for example, is a mother tongue for 28 per cent of the Canadian population. While it is true that French is a mother tongue for only 3.2 per cent of Alberta's population, it is also true that in Canada fluency in French and other languages, besides English, is an asset. My government, however, will not force any language upon the people in Alberta. Individuals should be free to remain unilingual if they so desire, and many will no doubt choose to do so. But for some trilingualism, too, should be possible. For example, English-German or English-Japanese bilinguals whose career patterns in time show a need for French should have the opportunity to learn French. Similarly, English-French bilinguals of German or Japanese background, who in time wish to acquire fluency in German or Japanese for reasons of travel or an interest in the language or literature of their ancestors should also have an opportunity to do so. Once a second language is learned, the acquisition of another is usually relatively easy.

To facilitate the learning of languages the government intends to have the Department of Education study the best means of encouraging the development of special courses for adults through which the various languages can be learned. In 1970 the federal government allocated 50 million dollars in support of French language programs outside Quebec. Alberta received over \$680,000. We would hope that, as in the learning of French, adequate federal funds, which would suitably reflect Alberta's multicultural reality, would be forthcoming for the learning of other languages.

7. The last criterion respecting the expansion of linguistic studies concerns several educational specifics designed to ensure the success of any program adopted:
 - (a) My government is prepared to consider incentive grants on a per-pupil basis to school boards who encourage the study of a second language, until such time as the new climate of opinion which we hope will emerge from our multicultural initiatives becomes prevalent. To overcome the difficulty which is likely to continue where ethno-cultural groups are so small as to require transportation, the government is prepared to share the expenses of transportation with the parents on an equitable basis.
 - (b) We are prepared to encourage the exploration of possible cooperation between the public and separate school systems in order to arrive at an adequate number of students relative to class size in the study of a second language.
 - (c) We will consider appointing to the staff of the Department of Education one person qualified in terms of education, teaching experience, language fluency, and knowledge of a particular ethno-cultural group to be responsible for the language program of the particular group once the combined public and separate school enrolment in a language warrants it.
 - (d) We will also recommend to the Faculties of Education in the province that in the preparation of second-language teachers, instruction and supervision of student-teachers be by individuals who are proficient in the language to be acquired.
 - (e) In the implementation of the recent amendment to The School Act, my government will encourage private publishing firms, or if necessary, the Department of Education to commission or procure language textbooks,

books of a humanistic nature, and audio-visual materials in various languages at all grade levels for ethno-cultural groups sufficiently interested.

- (f) We will also encourage private publishing firms, or if necessary, the Department of Education to commission or procure suitable textual and audio-visual materials in English on the contributions of Alberta's cultural groups to Canadian development.
- (g) The government will encourage such out-of-school programs as exchanges among young people of Alberta's ethno-cultural groups, field trips to museums, historic sites, or points of cultural interest in former areas of ethnic settlement, and part-time work-experience programs such as those of a French-speaking student in a French newspaper office or radio station, or a Ukrainian-speaking student in a Ukrainian book store.

The Universities and Colleges and Multiculturalism

Recommendations VI and VII of the Royal Commission on Bilingualism and Biculturalism refer to the universities, the first to broadening the study of languages other than English and French and the second to expanding studies in the humanities and social sciences relating to particular geographic areas other than those related to the English and French languages. All three Alberta universities offer language studies in French, German, and Russian. Italian, Spanish, Greek, and Latin are offered at the Universities in Edmonton and Calgary, and Ukrainian, Polish, and Serbo-Croatian are offered in Edmonton, while Calgary offers a course in Portuguese. Undoubtedly demand, on occasion expressed through community interest, has had some bearing on the availability of present courses. The government is prepared to recommend to the authorities at the new Athabasca University that one of the village-like modules proposed for the institution make a significant contribution to a School of Languages and Ethnic Cultures.

In the expansion of ethno-cultural studies at the university and college level, my government is prepared to consider requests which have strong community support. We favor the establishment of institutes or centres of study at Alberta universities and colleges directed towards ethno-cultural groups represented in Alberta. As an example, we would hope to see the long-standing interdepartmental Committee of Soviet and East European Studies at the University of Alberta converted into an Institute with a permanent director and staff. The concept of institutes or centres of study is well established at universities in Alberta and elsewhere, and the proposed Institute would merely strengthen an area of study whose importance in today's world is hardly debatable. The government would recommend that such institutes or centres, when established, include as part of their work a study of the history, problems, and accomplishments in the Canadian setting of the peoples from the geographic area studied.

C. PROPOSALS RELATING TO CULTURAL DEVELOPMENT PROGRAMS

Education is more than what goes on in schools, colleges, and universities. The mass media educate, as do museums and archives, the fine arts, ethnic organizations, publications of various types, and visual and performing arts.

Visual and Performing Arts

I propose to deal first with the visual and performing arts. The two Jubilee Auditoriums in Edmonton and Calgary have already had a major role in stimulating an appreciation of the performing arts from many parts of the world as well as in developing Alberta talents. The Cultural Development Branch of the Department of Culture, Youth and Recreation is planning important new programs and services to further the cultural enrichment of our people. Among them are the following:

1. "The Year of the Arts, 1973". All Alberta communities will be invited to participate through a variety of programs, of which one of the most important will be an "Ethnic Festival of the Arts." The purpose of the Festival will be to bring together the many ethno-cultural groups to perform and display not only their traditional arts, but also contemporary works of Alberta and Canadian artists. In some centres, such a Festival could be a miniature Expo, complete with boutiques displaying arts and crafts, and snack-bars, or even restaurants, offering international cuisine during the height of the tourist season. For a project of such great cultural significance, it would be our expectation that the federal government, realizing the important benefits such a program would have in promoting inter-cultural goodwill and understanding, would assist financially.
2. A Library housing books and other materials presenting the literature, drama, folklore, music, arts and crafts, language, and cultural history of Alberta's ethno-cultural groups in as many languages as demand will warrant.
3. An extended scholarship program to enable students to study the fine arts or specific cultural aspects of various countries.
4. The encouragement through competitive awards of works in music, playwriting, choreography, creative writing, and the visual arts and crafts.
5. A program of international cultural exchange to enable our people to share the cultural experiences of other nations and to provide an opportunity to see and hear what is being done in our province.
6. An incentive program to aid in establishing cultural centres and in the development of their cultural programs.
7. A program to give greater aid to Alberta artists to participate in international competitions.
8. An expanded program of performing tours of talented Alberta artists.

The government also views organizations such as folk arts councils with favor and is prepared to assist in the development of a reliable and effective provincial body to coordinate folk arts development in the province.

Museums and Archives

Next a few words about museums and archives. Today in Alberta there are eighty-six museums and related institutions, including the Provincial Museum and Archives in Edmonton and the Glenbow-Alberta Institute in Calgary, the latter being a unique combination of private and government partnership in cultural development. My government plans to extend the work of the Provincial Museum and Archives by:

- (a) assembling representative historical collections of significant artifacts and documents of Alberta's ethno-cultural groups;
- (b) utilizing the collected materials for exhibition at the Provincial Museum and in circulating exhibits throughout the province and elsewhere;
- (c) providing educational and informational services to schools and the general public about the collected materials;
- (d) organizing the collections for use by scholars and students engaged in research;
- (e) printing popular brochures and scientific papers about the collected materials;
- (f) marking ethnic sites significant in the history of the province, within a master plan which includes an inventory of historic sites as an integral part of the Alberta Trails of History program;

- (g) providing assistance to ethnic museums and archives as part of an over-all provincial policy on museum development; and
- (h) tape recording the memoirs, traditional ceremonies and customs associated with Alberta's people.

Publications

With regard to publications, my government will provide grants-in-aid for historical studies in English of ethno-cultural groups in Alberta, particularly in the publication of memoirs of pioneers and old-timers. On the initiative of Alberta's ethno-cultural groups, we are also prepared to assist in the publication of a quarterly or triennial journal containing opinion, scholarly articles, and poetry in English about our multicultural heritage. Support will be provided for the translation of the memoirs or diaries of pioneers or old-timers, as well as of other works or sources which are deemed clearly outstanding. To preserve the valuable heritage of information about Alberta's ethno-cultural groups, my government is prepared to establish and maintain an appropriation within the Department of Culture, Youth and Recreation for the purchase or microfilming of selected published materials in English or in the original language about Alberta's ethno-cultural groups in the **Canadian setting**. This collection will supplement present public library collections in the province. We would hope that the collection would eventually be substantial enough to constitute a special section in the aforementioned Library.

Mass Media

Lastly, I wish to consider the mass media and especially television, for few other media affect the values—and therefore the atmosphere or climate—of a society as does television. Accordingly, my government is prepared to provide funds for the selective production of television programs about Alberta's ethno-cultural groups and their activities, ranging from historical vignettes in English and other languages to documentaries on the problems faced by ethno-cultural groups today and expressions of their arts and customs at special concerts, conventions, or holy days. The talents of creative individuals in ethno-cultural communities could find useful outlets in such activities and with community television 'just around the corner' such productions would have a ready outlet. Each video-tape would belong to the government and as such would constitute an invaluable record of still another dimension of Alberta's history.

But we see the mass media as playing an even larger role. They could be, in fact, the very foundation of ethno-cultural development. Through the use of radio, magazine and newspaper articles, and television, the ethno-cultural programs of government and private organizations could reach hitherto unknown audiences. My government re-affirms its respect for the relationship which exists between the individual and his cultural heritage and intends to do all it can to help all ethno-cultural groups make themselves and their activities better known to each other.

'The Will To Survive': The Key

These, then, are the essentials of my government's cultural policy. The door, however, is open to other projects or to suggestions to improve the government's proposals by the delegates gathered here this morning, and by citizens generally. And you are important—let there be no doubt on that score. The government can propose and encourage, but performance will depend upon you and Albertans in general. The government wishes to emphasize that it is prepared to encourage new ventures in provincial cultural development, but it will not force them or impose them on anyone. The government rejects the view that statistics as to ethnic origins, even those respecting mother tongue, are all-important. What is important is 'the will to live,' 'the will to survive,' and this in the face of North America's tremendous pressures to assimilate. The government's new cultural policy is an attempt

by word and deed to strengthen the will to survive. But the will is still within the group itself, not in the government or its agencies and officials.

Cultural Task Force and Ethnic Advisory Council

The cultural policy outlined above is clearly interdepartmental and will be implemented by a Cultural Task Force of government officials responsible to the several Ministers affected. It is this Task Force which will also consider the reactions and recommendations made by you today and by others wishing to express an opinion. However, to ensure both continuity of purpose and liaison as to specifics with the people you represent and citizens generally, the government would recommend the establishment of an Ethnic Advisory Council to the Cultural Task Force, consisting of fifteen representatives on a rotating basis, according to a plan to be devised by the Ministers concerned.

Ethno-Cultures and the Wider Canadian Society

In conclusion, I would like to make clear that my government recognizes the existence of a wider Canadian society with a way of life largely embedded in western civilization, but with values derived from the gradual evolution of human civilization, which we all share. As a result, most of us cherish national unity; take great pride in our unique, democratic parliamentary traditions; value honesty and kindness; drive about in cars rather than in horse-drawn carriages; and eat similar foods. In short, Canadians have a style of living, a culture (understood in the broadest sense as a way of life), if not necessarily a readily definable unique identity. However, within this wider Canadian way of life are variations (frequently with a linguistic base) made by ethnic groups which may be termed ethno-cultures. These variations are meaningful and important. My government sees them as a major source of creativity and is concerned that they not only be preserved and developed, but that they become better known and understood by all Albertans. The young today are asking fundamental questions about themselves, and especially about their identity. A better knowledge of Canada's diversity may hopefully help them and their parents to define their own identity with an eye to their historical antecedents.

The Province of Alberta has always been a multicultural society, and we are all part of this great heritage. In this context, my government will initiate new programs to improve cultural opportunities and preserve and develop this unique heritage. The diversity of our population demands it, as does the increased emphasis on developing human potential to the fullest. This, then, is the opportunity and the challenge. With your understanding and cooperation and the support of our citizens, together we will seize the opportunity and meet the challenge.

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